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AUTHOR Cheung, Wing-ming; Cheng, Yin-cheong
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ABSTRACT

This paper presents a framework for understanding and facilitating teacher self learning in the school organization at the individual and group levels. It focuses on how individual teachers and their groups acquire self learning and self renewal while managing their work. The paper also discusses implications of the framework for teacher education. Group self learning consists of the following sequential stages: environmental analysis; planning and structuring; staffing and directing; implementing; and evaluating and monitoring. Individual self learning is similar, with affiliating instead of structuring and developing instead of staffing the only differences. It is proposed that these self learning cycles may provide insights and a framework for designing initial teacher education programs as well as programs for teachers, senior teachers, school heads, and school-based staff members. (Contains 78 references.) (MAH)

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Teacher Self Learning Theory : Individual and Group Level Conceptions

CHEUNG, Wing-ming & CHENG, Yin-cheong

The Hong Kong Institute of Education

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Introduction

Education systems world-wide are currently facing a huge number of reforms (Caldwell, 1994; Cheng & Cheung, 1995). Contemporary practices of school-based management can be seen as a way to transform the school into a learning organization by providing the school the necessary authority, flexibility and resources (Cheng, 1993a; David, 1989; Leithwood, Jantzi & Steinbach, 1995) to meet the challenges ahead. Ideally, the school as a whole, including groups and individual staff members, should be engaged in a process of continuous learning and long term development (Leithwood, et al, 1995; Senge, 1992). Schools with self leaning groups and teachers may develop the kind of sensitivity, responsiveness and adaptability necessary to meet its ever changing external and internal environment (Cheng & Ng, 1994; Cheung & Cheng, 1996).

However, related theories and practices to date focus mainly at the school level issues like organizational structures, decentralization of power (Cheung & Cheng, 1996; Sackney & Dibski, 1994) and strategic planning (Caldwell & Spinks, 1992; Cheng & Ng, 1994; Herman & Herman, 1993; Giles, 1995; Reynolds, 1993). Few efforts are invested on the group and individual staff issues (Caldwell, 1994). This is problematic and not sufficient to facilitate the school, the group and individual staff members to acquire the necessary self learning, responsiveness, flexibility and adaptability in facing the mega-trends ahead if we believe that school effectiveness is largely brought about by teachers and work groups in the school (Cheung & Cheng, 1996).

Teachers in school are professionals. They work and learn through social interactions and co-operation with colleagues in groups. Thus, when addressing teacher self learning,

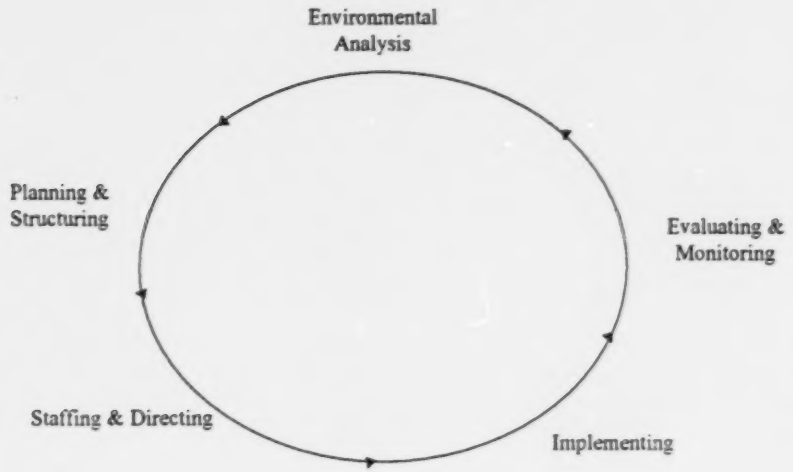
focus should be placed not only in the classroom, but also in the organisational context. Based on Cheung & Cheng's (1996) conception, this paper presents a framework for understanding and facilitating teacher self learning in the school organisation at the individual and group levels. It focuses on how individual teachers and their groups acquire self learning and self renewal while managing their work. Based on the proposed self learning framework, the paper will also discuss its implications on teacher education.

Group Level Self Learning Cycle

According to Caldwell & Spinks (1992), Cheng (1993b, 1994a, 1994b), Hendry & Johnson (1993) and Holt (1990), strategic management may be effective in providing vitality for the group, a miniature organisation, to meet external and internal challenges. It engages the group in continuous self learning and development (Hendry & Johnson, 1993). It is a process that keeps the group appropriately match to its environment, improve its performance, achieve its objectives, develop continuously and in turn drive the school as whole to achieve excellence (Cheng, 1993d). Thus, strategic management may be an appropriate management process for facilitating group self learning and maximize group performance and eventually school effectiveness.

Following this line of thinking, we may base on the work of Cheng (1993d, 1994a, 1994b), Cheng & Ng (1994) and Cheung & Cheng (1996) to define group self learning as a cyclic process which consists of five sequential stages: Environmental Analysis, Planning & Structuring, Staffing & Directing, Implementing, Evaluating & Monitoring (Figure 1 refers)

Figure 1
Group Level Self Learning Cycle
(Adapted from Cheung & Cheng, 1996:18)



Environmental Analysis.

In this stage, the work group performs environmental analysis with an open mind. It reflects on its strength, weakness, opportunity and threats (SWOT) that are crucial to its existence in its external and internal environment. External environment may include its relationship with other groups, the nature of students, parental expectations, school climate and etc. Internal environment may include the relationship between group members, group norm, commitment and competence, values and beliefs of members and etc.

In performing environmental analysis, it is important for the group as a whole to share among members views on its work direction as well as members' instructional and professional values and beliefs (Chan, Chan, Cheung, Ngan & Yeung, 1992; Chamley, Caprio & Young, 1994; Rosoff, Woolfolk, & Hoy , 1991), and those related to education and school management (Bottery, 1993; Cheng, 1993a, 1993c; Talbert & McLaughlin, 1994;

Tanner & Tanner, 1980). In doing so, group members are clear of the values and beliefs of other members. This mutual understanding is crucial and essential for the group members to build up trust and serves as a solid ground for effective learning. In this way, the group may develop commonly shared values and beliefs that are consistent with the school mission, and in turns facilitate effective group self management (Cashman & Seers, 1991; Cushway & Lodge, 1993; Standley, 1993).

Further, the group at this stage, based on its self evaluation results in the previous cycle and its current SWOT analysis results, will challenge and justify the existence of the governing values and beliefs underlying its strategic plans. If discrepancies were identified, the group as a whole may adjust or modify the related values and beliefs. The newly modified governing values and beliefs will guide the group in formulating its new directions and policies in the next Planning and Structuring stage. In this way, the group learns and this thinking is in line with the "double-loop" learning conception of Argyris (1978, 1982, 1990), and the "experiential learning" conception of Kolb, Rubin, & Osland (1991), Kolb, McIntyre, & Rubin (1984); and Honey & Mumford (1992).

Planning and Structuring.

Based on the results of environmental analysis, including the modified governing variables, if any, the self learning group plans its strategic actions to accomplish its assignments. Through negotiation and consultation, group members work as whole to develop the group's own work directions and missions that are consistent with the school missions. The commonly shared direction and mission among members is crucial for

effective functioning of the group (Cashman & Seers, 1991; Cushway & Lodge, 1993; Hughes, 1991; Standley, 1993).

With the group missions commonly shared, the group plans activities, delineates relationship, designs work procedures and communication flows. Workload of members is self regulated within the group (Manz & Sims, 1990; Salem, Lazarus & Cullen, 1992). Conflicts may be solved through negotiation and compromise in participative decision making by group members. Apart from this, the group also sets its performance standards collectively. The commonly agreed performance standards are crucial for members' effective performance and the overall evaluation and monitoring of the group's performance.

Staffing and Directing.

Following the Planning and Structuring stage, the group now focuses on the human resources aspect. Through discussion and consultation with members, the group deploys members to take up different tasks according to their strengths and weaknesses. To ensure the availability of appropriate members, the group sets high priority in professional development of members and group learning. Apart from planning strategic tailor-made professional development programmes for members (Maeroff, 1993; Salem et. al., 1992; Wellins et al, 1991), on-the-job training of new members and frequent exchanges between members are also evident (Huszczo, 1990; Manz & Sims, 1990; Sauers, Hunt, & Bass, 1990).

The contents of exchanges may include (1) reward; (2) reprimands; (3) task assignments and work scheduling; (4) goal setting and performance feedback; (5) problem resolution; (6) performance evaluation and emphasis of team membership; and (7) emotion support (Manz & Sims, 1990). These exchanges between members are powerful ways to

establish support networks and thus facilitates effective group performance (Graen & Scandura, 1987; Noak, 1983) and mutual learning of members from each others (Crossan, et al, 1993).

Apart from the above, the group as a whole also works out guidelines to direct members in work. These guidelines together with the professional development efforts, either formal or informal, will prepare and facilitate group members to function effectively in achieving the assigned tasks.

Implementing.

The focus in this stage is the implementation of formulated strategic plans. The group ensures the proper allocation and utilization of its available resources. Mutual support and guidance among members are also effected to establish a strong supporting network within the group (Noak, 1983).

The group also regulates its own implementation schedule and work pace (Fisher, 1993; Manz & Sims, 1990; Salem, et al, 1992). In doing so, the pace and implementation schedule will be regulated as a result of the group's learning from implementation experience. Whenever, problems are encountered, members tackle them within the group. Participative group decision making is the usual mode of problem solving (Fisher, 1993; Sauers, et al, 1990; Wellins, et al, 1991). This is a crucial factor that determines the group's effective performance (Cushway & Lodge, 1993).

Evaluating and Monitoring.

The group performs self evaluation to monitor and ensure its overall quality performance (Manz & Sims, 1990; Osterman, 1991; Sauers, et al, 1990; Wellins et al 1991). Peer evaluation and monitoring in the group is a very effective means to ensure its quality of work (Mabe & West, 1982; Teel, 1978). It is normally done through reflection (Schon, 1983, 1987) and assessing its performance against the self set work standards and expectations. The results of reflection in self evaluation may serve as feedback to members and the group as a whole. Rewards and punishment may be one of the ways of feedback (Manz & Sims, 1990). Normally, intrinsic rewards are used to reinforce effective practices, while weaknesses will also be noted for improvement in the next cycle.

There are many ways the group may do reflection and evaluation. Group evaluation in meetings is a usual way. Through open communication and frequent exchanges, the group as a whole may reflect and evaluate its performance. Another way is keep a journal by members. They may record and reflect on their experiences. Then through discussing on the journals, the group may have a more solid ground for evaluation and monitoring its progress. The results gathered in this stage will initiate the next cycle of group self learning. In this way, the group accomplishes its long range effectiveness by using the information obtained to further develop strategic actions in the subsequent cycles.

Practising this proposed self learning cycle, the group can be sensitive to the ever changing internal and external challenges and develop group members to face and manage these challenges. In this cycle, groups are self learning and self renewing while managing their work. This inevitably enhances the performance of the groups and in turn benefits the school as a whole.

Individual Level Self Learning Cycle

The core components of a group are individual members. A self learning group without self learning individuals will not function effectively. Therefore, it is important and essential for individuals to have a self learning process that enables them to engage in continuous self learning. It is conceptualized that the above presented group self learning process with appropriate modifications may serve this purpose. The practice of an individual self learning cycle similar to that at the group may help to maintain consistency in learning and management strategies within the group and the individuals. This advantage obviously will help maximizing individual members' learning and performance in groups and eventually in the school.

Similar to the group level, individual self learning cycle is conceptualized to be an on-going and self propelling process in which individual staff members learning and manage their work in five sequential stages: Environmental Analysis, Planning and Affiliating, Developing and Directing, Implementing, and Evaluating and Monitoring. The process continually expands the capabilities of teachers' performance. Like the processes at the group level, it is iterative and dynamic. The following sections discuss the conception of the cycle by focusing on how self awareness, responsiveness, self learning and self renewal could be achieved while self managing their work.

Environmental Analysis.

Self reflection is a good way to increase the quality of choices in decision and build up a knowledge base related to the environment (Hart, 1990; Kilbourn, 1991; Manz, 1983). At the initial stage, the individuals perform environmental analysis through reflection.

Similar to group self learning, they direct their attention to reflect on their personal strength, weakness, opportunity and threats as a member in the group and school. They reflect on their own professional competence; their personal goals, values and beliefs as teachers; and those values related to education and management, and etc. They also reflect on their relationship with staff members, students' ability and parental expectations, competition and collaboration with colleagues, and etc. During the analysis, they should be able to see things and situations in different frames or perspective with and an open mind (Argyris, Putnam & Smith, 1985; Doz & Thanheisher, 1993). This is crucial for the self learning individuals to be critical and comprehensive in order to make the analysis a success.

Together with the results of self evaluation from the previous self learning cycle and the present SWOT analysis results, they challenge their governing values and beliefs that direct the formulation of previous strategic action plans. If they detect gaps or discrepancies between they experienced and what they believe, they may adjust or modify the related values and beliefs. This process of change in cognition is supported by Crossan, Lan & Hildebrand (1993); and Neisser (1976). In this way, new learning is acquired through action and experience (Argyris, 1978, 1982, 1990; Argyris & Schon, 1978; Kolb, Rubin, & Osland, 1991; Kolb, McIntyre, & Rubin, 1984; Honey & Mumford, 1992).

Planning and Affiliating.

Bearing similar focus of the Planning and Structuring stage in the group self learning cycle, the individuals based on the reflection results of the last stage formulate their personal goals (Locke & Latham, 1984; Yukl & Latham, 1978) and strategic action plans (e.g. the style of teaching) in using their strengths to take advantage of opportunities and avoid threats

(Weihrich, 1982). Of course, their strategic plans are also framed by the missions of the group and school. These plans aim at the technical aspects of designing educational programmes through (1) developing their own work schedule and procedures; (2) selecting their own teaching methodology, content and sequence. Moreover, the individual staff members also set their own personal work standards and expectations.

The above technical planning and designing process has a central theme of job redesign (Hackman, 1975, 1977, 1986; Hackman & Oldham, 1976). Teachers may exercise their professional autonomy to redesign their work in order to maximize their performance. They may build in the elements of (1) a sense of self control, (2) a sense of purpose (worthwhileness), and (3) a sense of competence in their work (Manz, 1983, 1986; Manz & Sims, 1990). Work designed to have these three elements has a strategic value of maximizing the strengths and opportunities as well as minimizing the weakness and threats of the teachers.

The second focus of this stage is to build a strong network of close affiliation with significant others in work. Significant others refer here to superior, colleagues, students, parents and other work related parties in the community. In establishing the affiliation, teachers need to be flexible and open-minded through using different appropriate frames to communicate with different individuals. Such flexibility will improve effectiveness in interpersonal communication and accelerate the process of network building in work (Argyris, Putnam & Smith, 1985). Good relationship with significant others in work will improve the quality and smoothness of strategic plan implementation later. Moreover, it is a good source of learning.

Developing and Directing.

After planning and affiliating, the individuals move further to prepare themselves for accomplishment of their assignment. This stage is modified from the Staffing and Directing stage of the group self learning process. With the strategic plans formulated, it is important for the individual teachers to develop their personal competence and potentials so that they may be better equipped for accomplishment of their plans. It is important for the individuals not to develop themselves aimlessly. They should develop themselves with their personal goals as the guiding posts, and focus firmly on developing themselves for competence in accomplishing their strategic plans. Apart from being guided by their personal goals, it is also crucial for their professional development direction to be consistent with the work direction of the groups they belong to. Reasoning along this, the professional development of individuals is therefore strategic.

Generally, individuals will develop their professional competence through attendance in professional enrichment programmes and frequent exchanges with colleagues. Apart from this, it is also important for them to be observant and sensitive to the surroundings. The acts from their significant others in work may trigger their reflection. In many cases, new learning may be acquired through observation and reflection. Thus, they also learn from their environment and significant others.

Another focus of this stage is Directing. Rather similar to the practices at the group level, the individuals in this stage will focus on directing themselves through effective allocation of personal resources, such as time and attention. The individuals' efforts in directing their personal resources are essential and crucial for accomplishment of their strategic plans. This effort in directing personal resources will not be done aimlessly and

should be guided by the individuals' personal goals. Through directing their personal resources strategically, the use of these resources will be maximized and they may have a higher chance of accomplishing their plans.

In this way, the effective practices in this stage will facilitate the individuals to continually improve their competence, and maximize the use of their personal resources for accomplishment of the assigned tasks within the challenges of the external environment.

Implementing.

When the teachers proceed to this stage, they have already formulated their strategic plans according to the new learning acquired at the environmental analysis stage. In this stage, they focus on carrying out their personal strategic plans through ensuring the effective use of allocated resources and personal resources.

In order to ensure quality personal performance, the individuals practise four types of strategies; namely, frequent rehearsal, use cues, self observation, and constructive thinking. Frequent rehearsals include both mental and actual rehearsals in appropriate situations. By practising frequent rehearsals, the individuals refine and improve their actual performance (Kreitner & Luthans, 1991; Manz, 1983, 1986; Manz & Sims, 1990).

Mental cues and memory aids help behavior (Bandura, 1986). In the actual wok situation, individual staff use self observation and cueing (Andrasik & Heimberg, 1982; Manz, 1983, 1986; Manz & Sims, 1980, 1990; Mahoney & Arnkoff, 1978, 1979) to guide them through their performance. Self observation could provide the individuals useful feedback for the subsequent actions in conducting educational programs (Hart, 1990; Kilbourn 1991; Manz, 1983). Self cueing is another useful strategy to serve as reminder in

their performance. Constructive thinking and see things positively may facilitate the individuals to create a wide range of opportunities for effective performance. It also reduces mental blocks which hinder quality performance (Bandler & Grinder, 1982; Gioia & Sims, 1986). Mastery of these four strategies is of fundamental importance for the self managing teachers to perform effectively in the implementation of their strategic plans.

Evaluating and Monitoring.

Feedback is essential for teachers' professional growth (Anderson & Freiberg, 1995). In the last stage of individual self learning cycle, the individuals evaluate their own performance against the previously set performance standards. This is a self assessment of the degree of accomplishment of strategic plans formulated at the earlier stages. Good experiences and effective practices will be reinforced by self rewards (Andrasik & Heimberg, 1982; Bandura, 1982; Manz, 1983, 1986) usually in the form that is treasured by the individuals. They also alert themselves of those areas for improvement and take them as the base for refinement of future strategic plans in the next cycle. In this way, the work of the individual is evaluated and the overall personal performance is monitored.

Support Self Learning Cycles for Groups and Individuals

Since the school and its external environments are dynamic and constantly changing, groups and individual staffs will inevitably encounter unanticipated conditions and consequences when acting in the self learning cycle. Moreover, strategic plans developed for the achievement of group missions or personal goals are to a certain extent hypothetical. When implementing these plans, unexpected circumstances may arise. The group and the individual staff should therefore be able to learn from unexpected consequences of actions

and refine the action plans accordingly. One of the ways to achieve this adaptation is through action learning (Argyris, 1993; Argyris & Schon, 1978; Argyris, Putnam & Smith, 1985; Mohrman & Cummings, 1989) and experiential learning (Kolb, Rubin, & Osland, 1991; Kolb, McIntyre, & Rubin, 1984; Honey & Mumford, 1992). Action learning or experiential learning is a process in which the group as a whole or the individual staff may acquire new learnings from the planned strategic actions and adjust the courses of action accordingly.

Reasoning along this line, the above proposed group or individual self learning cycles may be seen as a **Major Self Learning Cycle** and a **Support Cycle** which facilitates action learning in various stages of the major cycle is necessary for effective self learning at these two levels (Figure 3 refers). Based on the conception of Argyris & Schon (1978) on single-loop learning and Mohrman & Cummings (1989) on action-learning of self designing organization, as well as the experiential learning of Kolb, Rubin, & Osland, (1991), the support cycle is illustrated in Figure 2.

Figure 2

Support Cycle for Group and Individual Self learning Major Cycles

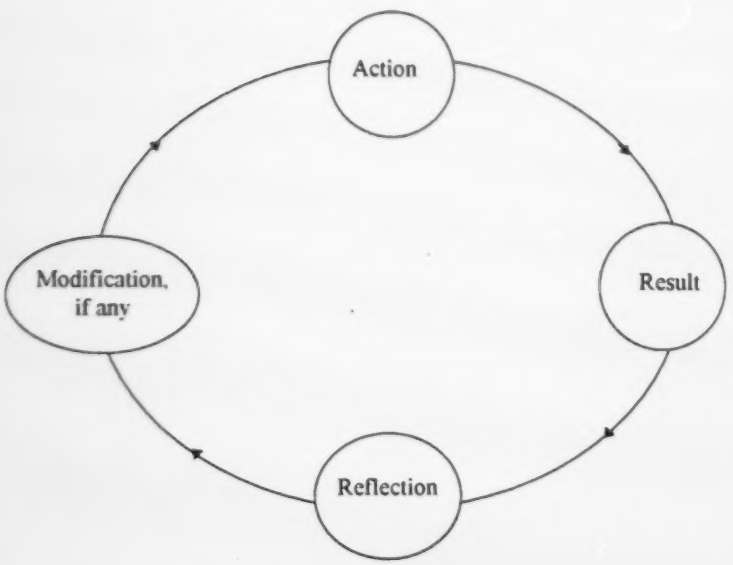


Figure 2 suggests that the group as a whole or the individual staff may reflect on the results of actions in each stage of self learning major cycle. This reflection is based on the governing values and beliefs of the group or individuals as well as group missions and personal goals. If discrepancies were found between the expected outcomes and the actual results, the group or individuals will try to adjust the future actions in order to fine-tune the actual results to fit the expected outcomes. In this way, the group or individual learns from the actions and reflection. Based on these learnings, they refine their courses of action in each stage of the major cycle. Since action is continuous in the major cycle, the support cycle will also be continuous. The number of support cycles in each stage of the major cycle depends on the complexity of the actions and the individual teachers. As the support cycle is for refinement of operations, the more frequent is the practice of the support cycle in each stage, the chance of having zero deflect between the actual results and expected outcomes will be higher.

It should be noted that learnings and modifications of actions in this support cycle does not change the governing values and beliefs as well as group missions or personal goals. There are two reasons. First, frequent reflections on these high order values and beliefs (including group missions or personal goals) in each stage will be time consuming and may not be allowed in the stringent time schedule. Thus, it is not practical. Secondly, frequent challenges to these high level governing variables may result in a frequent shifts of plans. Thus, the group or individuals may then be working in shaking principles -- a very undesirable work behavior. Conceptualized as this, high level governing variables will only be reflected and challenged in the environmental stage of the major cycle. Learnings in the

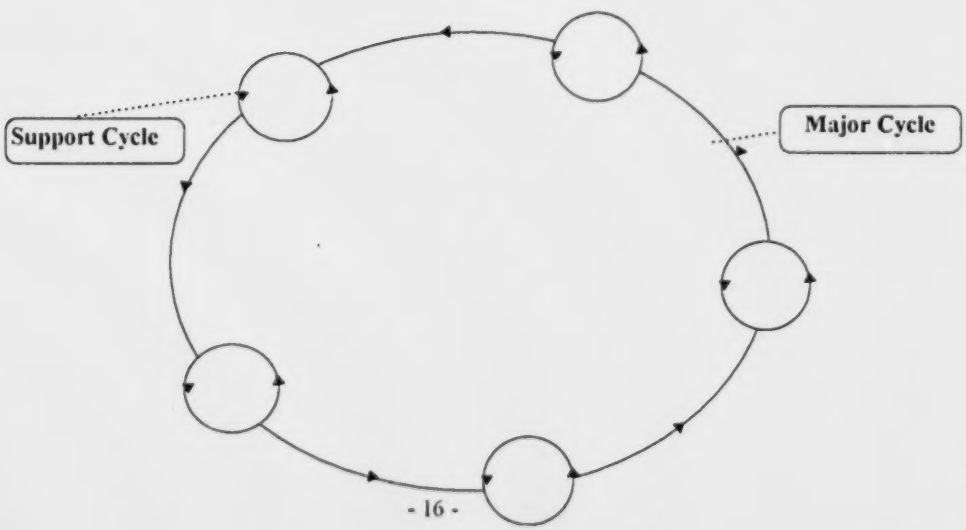
support cycles are only related to operational issues. These learnings continue to refine and shape the group's or individuals' performance toward achieving the set targets.

Overview

Figure 3 illustrates the structural relationship between the major cycle and support cycle. The support cycle is a backup learning cycle for each stage of the major cycle. Through acting in the support cycle, the performance of the group or individual is monitored and self refined towards the set work standards. Practising the major and support cycles, the group or individuals may acquire new learnings. These learnings may be classified into two categories. The first category refers to the learning acquired in the support cycle. This kind of learning allows the group or the individuals to detect and correct performance errors in planned operations. It is similar to the single-loop learning proposed by Argyris & Schon (1978) and the action-learning by Mohrman & Cummings (1989).

Figure 3

Structural Relationship between the Major Cycle and Support Cycle



The second category is the learning acquired in the major cycle. It facilitates the group or individuals to refine the values and beliefs underlying the actions in all stages of the major cycle. It challenges the group or individuals to reflect on these higher level variables by asking why and how. This kind of learning is similar to double-loop learning proposed by Argyris & Schon (1978) and self leadership proposed by Manz (1983, 1986).

Implications for Teacher Education

Within the present age of mega-trends, working with pro-activeness, responsiveness, and adaptability of teachers and their groups is gaining growing importance. By following the Major and Support cycles at the individual and group levels, individual teachers and their groups will have the opportunities to develop the required responsiveness and pro-activeness to meet internal and external challenges through self learning and renewal. Thus, practising these self learning cycles at the group and individual levels, both teachers and their groups may acquire professional development and teacher effectiveness in work may be promised. Reasoning along this line, it is obvious that the present self learning framework has implications for the development of Initial and In-service teacher education programmes.

Initial Teacher Education

The mastery of self learning competence by student-teachers has two levels of significance. First, the effective practice of the self learning cycle will allow the student-

teachers to engage themselves in continuous self learning and renewal which is beneficial for their studies and developing professionalism. Second, the developed practice of self learning cycle in work will allow the student-teachers to more effective in their future work in the school organization.

Therefore, it is meaningful to develop self learning competence in student-teachers at the individual and group levels. The proposed self learning cycles may provide insights and a framework for designing initial teacher education programmes for this purpose. It is hoped that apart from mastering self learning competence at the individual and group level, student-teachers may also aware the importance of strategic management of their work. Some of the crucial elements to be included in the teacher education programme are (1) the clarification of values related to human nature, education, team work and school management; (2) the practice of strategic planning; (3) the practice of the Support Cycle which initiates learnings in action; (4) the building up of a strong affiliation with significant others; (5) personal and team evaluation and monitoring of performance against pre-set performance standards; and (6) the practice of continuing reflection in context from different frames.

Regarding the practice of continuing reflection in context, the proposed learning cycles may have their contributions. They outline a framework for systematic and comprehensive reflection in the school organization context. They provide a clear direction and the context in which the teacher as a reflective practitioner (Schon, 1983, 1987) may reflect and learn. The ultimate objective of reflective practice is self learning which develops adaptability and effectiveness in work in the ever changing school context. Thus, the present self learning cycles support also the modern reflective practitioner approach of teacher education.

In-service Teacher Education

Parallel to the above, the proposed self learning cycles may also be used as a in-service teacher education programme planning framework for teachers, senior teachers, and school heads. For ordinary teachers, the aim is to develop self learning competence in work at both the individual and group levels. Bearing in mind the crucial elements stated above for initial teacher education, the programme may make use of the experience of in-service teachers in building up the intended self learning competence. Since, the proposed self learning cycles could facilitate self learning in work, it is believed that if planned effectively, teachers will find the programme most relevant to their work.

For the senior teachers and head teachers, the aims of the programme should be at least three-folded. First it may aim at bringing up the awareness level of the senior teachers and school heads regarding the importance of teacher and group self learning and in turn the school as a learning organization. Second, it may also aim at developing the self learning competence of the senior teachers and school heads both at the individual level and the group level which they participate as members or leaders. Third, the programme may aim at developing the competence of these senior management school personnels in creating conditions to facilitate self learning at individual and group levels. When leaders of groups and the school are aware of the importance and competent in creating mechanism that facilitates self learning in work, teacher effectiveness may be developed and in turn school effectiveness may be promised. This is of crucial importance if we expect the school as a whole to be self learning and engage in self renewal in meeting the changing external environment.

Move a step forward to the school setting, the proposed self learning cycles may be used as a blueprint for designing a wide range of school-based staff development programmes. It provides a practical guiding frame for the school to develop self learning competence in staff members both at the individual and group levels.

In particular, the school may develop induction programme for its new recruits. This staff development programme may be very effective especially for un-trained new teachers just like those student-teachers in the initial teacher education programmes. Of course, the approaches adopted in the school-based staff development programmes may be greatly different from those teacher education institution based programmes. For school-based programmes, apart from talks, seminars and workshops, action plans may be developed and implemented to test how the learned self learning cycles may be practised. Thus, an on-goring staff development programme with built-in practice elements may be adopted in school.

With an on-going staff development programme mentioned above implemented, the school may gradually be able to develop a supportive and nurturing culture in which members in their groups learn from each other and from their individual work experiences. In this way, the school as a whole may be moving forward to becoming a learning organization and thus be responsive, adaptive and pro-active to its changing environment. Long term school effectiveness may therefore be anticipated.

Outlined above are only some of the possible contributions of the proposed self learning framework in teacher education. In fact, its contributions are not limited only by the

development of both initial and in-service teacher education programmes. Theoretically, the proposed framework presents a base for academic discourse on "self learning and reflective" practitioners, and for conceptualizing a wide spectrum of researches on teacher self learning in school organization. Thus, the present framework of self learning at the individual and group levels may have contributions to the field of teacher education.

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